

國立政治大學英國語文學系在職碩士班

碩士論文提要

論文名稱：台灣高中生英文寫作中連接詞使用之研究

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論文提要內容：

本研究旨在分析高中生在英文寫作中如何使用連接詞，並對學生使用連接詞的誤用現象加以分析，以期了解學生使用連接詞的原則。本研究採用 Halliday and Hasan 的連接詞分類法，並對中、英文的連接詞加以對比分析，從中發現中英文連接詞的相異及相同點，及可能造成學生混淆的問題。本研究以兩階段驗證假設。第一階段以 192 篇的學生作文為分析樣本，第二階段以問卷從中發現學生使用連接詞的困難。

本研究採用質的分析方法，分析內容涵蓋：在學生作文中（一）連接詞的誤用狀況（二）影響學生使用連接詞的因素。

本研究結果如下：學生在使用連接詞時，會受到本身母語的影響，造成某些連接詞的使用錯誤。而中、英語連接詞本身的複雜性，易造成學生的使用困難。

本研究最後提出在英語教學上的建議：在課堂上教導連接詞時，應加強語意方面的探討，並訓練學生正確文句之間的邏輯關係。

ABSTRACT

This study aims to investigate the use of conjunctions in English compositions written by senior high school students in Taiwan. Its purpose is to discuss senior high school students' performance in using conjunctions, to discover common errors made by students, to find out possible explanations for students' errors, and to provide teachers implications of how to reduce learners' errors in English composition teaching.

In this study, Halliday & Hasan's taxonomy of English conjunctions and a contrastive analysis of English and Chinese conjunctions are provided as the basis. Those potential problems in using English conjunctions for Chinese ESL learners are predicted and tested.

There are two stages of verification procedure. The predictions are first verified with a data corpus totaled 192 written texts, which are collected from Bai-ling senior high school in Taiwan. Then, a questionnaire is used to reexamine and confirm most of the predictions between English and Chinese conjunctions.

The study reveals that Taiwan senior high school students do receive certain influence from their first language--Chinese. Consequently, the outcome is regarded as capable of rendering valuable implications for ESL teachers and learners as well as researchers.